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ABSTRACT

This paper describes the REAP (Reading, Enjoying, And Presenting) project, in which seventh-grade students enhance their reading ability and self-concept by preparing and presenting a reading performance at various child care and adult care facilities. The paper presents an illustration of what the research says about reading aloud; the completed application form for the Lilly Endowment Teacher Creativity Fellowship program; an additional description of the purpose, activities, and schedule of the project; the parental permission form; sample discussion questions; a booklist; and a newspaper article about the project. (RS)

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Project R.E.A.P.

Reading, Enjoying, and Presenting

By Cathy Hart-Walls

CS011480

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WHAT THE RESEARCH SAYS ABOUT READING ALOUD

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (Becoming a Nation of Readers)

"Exposing children to good literature, presented for enjoyment, will increase the chances that their reading life does not end with high school graduation." (For Reading Out Loud: A Guide to Sharing Books with Children Margaret May Kimmel and Elizabeth Segel)

"Children benefit most from reading aloud when they discuss stories, learn to identify letters and words, and talk about the meaning of words." (What Works: Research about Teaching and Learning)

"Reading aloud to children stimulates their interest, their emotional development, their imagination, and their language." (Jim Trelease)

"Young people can enjoy listening to books that would be too difficult for them to read on their own." (For Reading Out Loud: A Guide to Sharing Books with Children Margaret May Kimmel and Elizabeth Segel)

"Reading aloud to children of preschool and elementary age improves vocabulary, comprehension, syntax, while fostering a richness of language unattainable otherwise." (Sandra McCormick)

"Reading to school-age children improves their reading skills and makes them eager to read on their own." (American Literary Association)

"Children can learn about fifteen percent of the unfamiliar words in a story just by listening to it read aloud to them a few times." (Warwick B. Elley, University of Canterbury. Reading Research Quarterly, Volume 24, #2 page 174)

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APPLICATION: Lilly Endowment Inc., Teacher Creativity Fellowship Program 1990

PERSONAL INFORMATION:

Cathy Hart
1401 Audubon Road
New Castle, Indiana 47362
(317) 521-4793

New Castle Community School Corporation
New Castle Seventh Grade Building
1407 Walnut Street
New Castle, Indiana 47362
(317) 521-7222

TEACHING EXPERIENCE:

1982 8th Grade Language Arts, Ross Middle School, Hamilton, OH
1982-1989 7th Grade English, New Castle Seventh Grade Building, New Castle, IN
1987-1989 7th Grade Reading, New Castle Seventh Grade Building, New Castle, IN
1986-1989 English Grades 9-12, New Castle Chrysler High School, New Castle, IN

EDUCATIONAL BACKGROUND:

Graduate, Hampden Academy, Hampden, ME June 1978
B.S. Ed. Miami University, Oxford, OH August 1982
M.A. Ball State University, Muncie, IN August 1985

DESCRIPTION OF PROPOSED PROJECT:

TITLE: REAP Project: (Reading, Enjoying, and Presenting)

PURPOSE OF PROJECT: The major purposes of this project are to enhance the reading ability of selected seventh grade students in the New Castle community and to promote healthy self-concepts in the students involved in this reading enrichment program. Secondary goals of the project are to promote good school-community relationships and to involve the students in worthwhile community service projects.

PROJECT ACTIVITIES: The first week of this eight week project will involve selection of students for the project, background work, publicity, and agency contact. Weeks two through seven of the project will have groups of five to seven students involved in the preparation and presentation of a reading performance that will be presented at various child care and adult care facilities in the community. One presentation will be given each Friday, and each presentation will involve a different group of students. During the first four days of the week, the students will spend approximately three hours preparing for the Friday presentation. These three hour sessions will be used to involve the students in book selection, reading, and presentation techniques and skills, preparation of a cassette tape, and formulation of pre-and-post discussion questions. Friday's presentation will be devoted to the oral reading and presentation and discussion of the selected readings to the child or adult care facility. After the presentation, an audio cassette of the presentation and a hard cover copy of the book will be given to the facility. The students involved in the presentation for that week will then share lunch with the teacher at one of the community restaurants. The last week of the project will be devoted to a presentation of the previous six weeks effort to the entire community in the form of a performance at the Seventh Grade Building. All project students will be involved in the organization, publicity, and presentation of this final program during the eighth week.

BENEFITS AS AN EDUCATOR: As a professional educator, I will be able to try out new methods for involving the students in the educational process. Further, I will be able to then modify and adapt the most promising parts of this project for incorporation into the standard public school teaching program.

STUDENT BENEFITS: Since only five to seven students will be involved in each week's

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presentation, they will be able to receive individualized and intensive instruction during the daily three hour sessions. Since the focus of the project will be on the presentation of a finished project, the student's reading weakness will not be spotlighted. This project will do much to promote good attitudes toward reading and a positive self-concept.

DOCUMENTATION: A video tape record will be kept of the entire project. Included in the video tape will be segments of the various training sessions and samples of student presentations. Further, since the entire community is to be involved, records of newspaper, television, radio, and individual activities will be collected.

BUDGET:

Books	$ 150.00
Video and Cassette tapes	$ 25.00
Advertising and Publicity	$ 30.00
Transportation	$ 50.00
Supplies: paint, posterboard, markers	$ 20.00
Reception after presentation	$ 50.00
Luncheon after presentation	$ 200.00
Photocopying	$ 10.00
Invitations to presentation	$ 10.00
Stamps	$ 5.00
Miscellaneous	$ 25.00
Personal Stipend	$3425.00
Total	$4000.00

TIME LINE:

Week 1 (June 4-8)	Selection and registration of students involved in project as well as contact with child and adult care facilities and local news agencies.
Week 2 (June 11-15)	
Day 1	Explanation of project to students, sampling of possible books, and final book selection.
Day 2	Discussion of selected books and instruction in reading skills and presentation techniques.
Day 3	Preparation of audio tape
Day 4	Practice for presentation and preparation of discussion questions.
Day 5	Presentation of project at child or adult care facility and group luncheon with instructor at community restaurant.
Week 3 (June 18-22)	Same as week 2
Week 4 (June 25-29)	Same as week 2
Week 5 (July 2-6)	Same as week 2
Week 6 (July 9-13)	Same as week 2
Week 7 (July (16-20)	Same as week 2
Week 8 (July (23-27)	
Day 1	Work with students in organizing final program.
Day 2-3	Organize students into teams to publicize final project. Individual and teamwork preparation and distribution of various publicity items i. e. posters, announcements, invitations, etc.
Day 4	Final rehearsal and preparation for public presentation of project.
Day 5	Presentation of project to entire community followed by reception for project participants and guests.

FUTURE PLANS: The teacher plans to teach reading and language arts at the Seventh Grade Building in New Castle, Indiana and to promote reading for enjoyment throughout the school and community.

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PROJECT R.E.A.P.
(READING, ENJOYING, AND PRESENTING)

Purpose of Project: The major purposes of the project are to enhance the reading ability of selected students in the New Castle community and to promote healthy self-concepts in the students involved in the reading enrichment program. Secondary goals of the project are to promote good school-community relationships and to involve the students in worthwhile community service projects.

Project Activities: The first week of this eight week project will involve the selection of students for the project, background work, publicity, and agency contact. Weeks 2-7 will have groups of 5-7 students involved in the preparation and presentation of a reading performance that will be presented at various child care and adult care facilities in the community. One presentation will be given each Friday, and each presentation will involve a different group of students. During the first four days of the week, the students will spend approximately three hours preparing for the Friday presentation. These three hour sessions will be used to involve students in book selection, reading and presentation techniques and skills, preparation of a cassette tape, and formulation of pre- and-post discussion questions.Friday's presentation will be devoted to the oral reading and presentation and discussion of the selected readings to the child or adult care facility. The students involved in the presentation for that week will then share lunch with the teacher at one of the community restaurants. The last week of the project will be devoted to a presentation of the previous six weeks effort to the entire community in the form of a performance at the Seventh Grade Building. All project students will be involved in the organization, publicity, and presentation of the final program during the eighth week. If selected for the program, students may elect to participate in one or more of the presentations.

Dates for the presentations are as follows:

Week 1 (June 4-8)	Selection and registration of students as well as agency contact with child and adult care facilities and media contact

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Week 2 (June 11-15)		Explanation of project to students, sampling of books, final book selection
	Day 1	
	Day 2	Discussion of selected books and instruction in reading skills and presentation techniques
	Day 3	Preparation of audio tape
	Day 4	Practice for presentation and preparation of discussion questions
	Day 5	Presentation at child or adult care facility and group luncheon at a community restaurant
Week 3 (June 18-22)		Same as week 2
Week 4 (June 25-29)		Same as week 2
Week 5 (July 2-6)		Same as week 2
Week 6 (July 9-13)		Same as week 2
Week 7 (July 16-20)		Same as week 2
Week 8 (July 23-27)		
	Day 1	Work with students in organizing final program
	Day 2-3	Organize students into teams to publicize final project. Individual and teamwork presentation and distribution of various publicity items (posters, announcements, invitations)
	Day 4	Final rehearsal and preparation for public presentation of project
	Day 5	Presentation of project to entire community followed by reception for project participants and guests

Student Benefits: Since only five to seven students will be involved in each week's presentation, they will be able to receive individualized and intensive instruction during the daily three hour sessions. This project will do much to promote good attitudes toward reading and a positive self-concept.

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Dear Parent/Guardian:

I am pleased to inform you that your son/daughter _____ is being considered for participation in the summer R.E.A.P. project. Project R.E.A.P. (Reading, Enjoying, and Presenting) is a community project sponsored and funded by the Lilly Endowment Corporation. The nature and purpose of the project is explained in the enclosed application. If you would like your son or daughter to participate in this project, please complete the parental/guardian permission and cooperation form below.

Sincerely,
Cathy Hart
Project Director

It is my understanding that my son/daughter is committed to approximately ten half day sessions to be held at the Seventh Grade Building during the months of June and July. I also understand that transportation to and from the Seventh Grade Building will be provided by Ms. Cathy Hart.

I do hereby give my permission for _____
student's name

to participate in Project R.E.A.P.

_____
parent/guardian's signature

_____
student's signature

_____
phone number

Please indicate dates available for project.

_____(1st choice)

_____(2nd choice)

_____(3rd choice)

Sample Discussion Questions

Alexander and The Terrible, Horrible, No Good,Very Bad Day - Judith Viorst

Prediscussion Questions:
1.Have you ever had a really bad day when nothing seemed to go right for you?
2.What happened during your bad day?
3.How did your day end?
4.Do you think it's normal to have a bad day now and then?

Purpose Statement:
•Listen to this story to see what happened during Alexander's bad day.

Post-discussion Questions:
1.Did you like the story? Why or why not? Give specific examples from the story.
2.What was the first thing that happened to Alexander?
3.What do you think was the worst thing that happened to Alexander?
4.Has something similar ever happened to you?
5.What were some of the other things that happened to Alexander?
6.Was Alexander's day really that bad, or was he just imagining it?

There's a Monster Under My Bed - James Howe

Prediscussion Questions
1. Are you afraid of the dark? Why?
2.Do you ever get scared in the dark and start imagining things that aren't really there?
3.What is an imagination?
4.Do you have a brother or sister that always plays tricks on you? What kind of tricks?
5.Do you have a brother or sister with whom you feel safe and look up to?
6.Are there such things as monsters?
7.Have you ever thought there was a monster under your bed or hiding in your closet?

Purpose Statement
•Listen to this story about a boy whose imagination runs wild.

Post-discussion Questions
1.Did you like the story? Why or Why not?
2.Who were the two main characters in the story?
3.How did Alex let his imagination run wild?
4.Was there really a monster under his bed?
5.Who was it?
6. Why did Alex want Simon to sleep in his room?

Project R.E.A.P. Booklist

Alexander and the Terrible, Horrible, No Good, Very Bad Day- Judith Viorst

Bea and Mr. Jones

Because of Lozo Brown- Larry L. King

The Cat in the Hat- Dr. Seuss

The Cat in the Hat Comes Back- Dr. Seuss

Green Eggs and Ham- Dr. Seuss

I'm Not Going to Get Up Today- Dr. Seuss

Ira Sleeps Over- Bernard Waber

A Light in the Attic- Shel Silverstein

Oh, the Places You'll Go- Dr. Seuss

Robert the Rose Horse- Joan Heilbroner

Saturday I Ran Away

Sideways Stories From Wayside School- Louis Sachar

The Sneetches and Other Stories- Dr. Seuss

There's a Monster Under My Bed- James Howe

There's a Wocket in My Pocket- Dr. Seuss

Where the Sidewalk Ends- Shel Silverstein

Where the Wild Things Are- Maurice Sendak

You're Only Old Once- Dr. Seuss

Rewards REAPed

Program benefits readers, listeners

By Darrel Radford
STAFF REPORTER

Reading has become a full-scale production for New Castle students this summer, thanks to an award-winning program at The Seventh-Grade Building.

Under the direction of teacher Cathy Hart, these students have taken their favorite stories and brought them to life for youngsters in local day-care centers and the young-at-heart in area nursing homes.

The students have made youngsters laugh with their reading of "there's a wocket in my pocket." They've also made them playfully scared with a reading of "there's a monster under my bed."

The eight-week summer session was entitled "Project REAP," an acronym for reading, enjoying and presenting. And according to Miss Hart, lots of benefits have been "reaped" in the process.

For these students, reading has become dramatic. And the real story down the road might be the dramatic improvement made in this critical curriculum area. As for their audience, the excitement of reading is evident, leaving a good example for them to follow.

C-T photo / John Guglielmi

Jon Dicken of New Castle enjoys reader's interpretation.

Miss Hart's summer program won a teacher creativity fellowship under the Lilly grant program.

Story-lovers ages three to 93 have benefitted from the student project, as they have made presentations to places like Henrico Day Care Center, the Children's Education Center, Agape Learning Center and Growing Tree Learning Center, as well as Raintree Square, a residence for senior citizens.

The students have actually become teachers in a sense. After they read the story to day-care center youngsters, they ask them questions and discuss the story.

Meanwhile, the students themselves are improving their own reading skills in the process by performing the stories aloud in a dramatic setting.

It's the third summer in a row New Castle has enjoyed a Lilly Teacher Creativity Fellowship. Two years ago, Katherine Bailey led a group of art students in painting a courthouse mural. And last year, Nancy Oakes "shadowed" big industry to bring back useful information for her business classes.

Students involved in the project are Greg Cox, Suza Fairchild, Amber Crabtree, Amanda Wright, Carrie Rector, Carmen Norris, Melissa Carnes and Ellis Holder.

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Storyteller's delight

C-T photo / John Guglielmi

A TOUCH OF DRAMA: Greg Cox, a student at the Seventh Grade Building in New Castle, adds a visual flair to his storytelling recently as part of a reading program funded in part by a Lilly Endowment grant. Story, another photo on page A5.

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